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| --- | --- | --- | --- |
| **Unit Title:** | Industrialization Revolution Project | **Grade Levels:** | 11 |
| **Subject/Topic Areas:** | Social Studies | | |
| **Key Words:** | 18th-19th centuries | | |
| **Unit Designer:** | Christopher Yandoc | **Time Frame:** |  |
|  |  | **School:** | Kubasaki High School |

**Link to Content Standards**

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| * **11SS3: Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe and Asia.**   + **11SS3.a:** Evaluate the effects of industrialization on living and working conditions embraced in the portrayal of working conditions and food safety in Upton Sinclair’s The Jungle.   + **11SS3.b:** Analyze the growth of cities linked by industry and trade, and the development of cities divided by race, ethnicity, and class.   + **11SS3.e:** Discuss the corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.   + **11SS3.f:** Trace the economic development of the United States and its emergence as a major industrial power; its gains from trade, advantages of its physical geography, and specialization in jobs and businesses. * **11SS5.g:** Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies and the resulting prosperity and effect on the American landscape.   + Examples: the automobile and electricity * **11SS5.h:** Explain how types of business organizations, labor unions, nonprofit organizations, technological change, and international competition affect a market economy. |

**Brief Summary of Unit (including curriculum and unit goals)**

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| Students will learn about the technological advances that came out during the Industrial Revolution and how these advances had an impact in everyday life and in the economy. In order for students to develop a conceptual understanding of the lesson, they will analyze primary and secondary sources detailing the use of these advances in the everyday life of a person living during this era.  Students will also look into the causes and effects of the Industrial Revolution in the world during that era as well as comparing and contrasting it with how it affected the modern world today.  Students will also examine the working and living conditions of the people during this era |

**Unit Design Packet**

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| --- | --- |
| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

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| --- |
| Students will understand |
| * Students will understand the technological advances that came out during the Industrialization Revolution. * Students will understand how people were influenced to make these technological advances. * Students will understand how the technological advances had an impact on the economy and other areas. * Students will understand what kind of things people faced in their living and working conditions. |
| **A** |

What essentials questions will guide this unit and focus teaching and learning?

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| * What influenced the people to create new advances in technology? * What triggered the Industrial Revolution? * What kind of living and working conditions did people face? * How did the Industrial Revolution affect other areas in the community ie: political, geographical, social, and economic? |
| **B** |

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

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| Students will know | Students will be able to |
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| **C** | |

What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

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| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

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| **E** |

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| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
|  |  |  |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

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| --- | --- |
| **Formal observations or interviews of students** Targeted UnderstandingCore Performance Task | **Public performance** |
| **Written, oral, or visual (displayed) products in response to prompts** | **Student self-assessments, logs, and peer reviews** |
| **Student exhibits or models** | **Short-answer quizzes and tests** |

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| Task Title: |  | Appropriate Time Frame: |  |

**What desired understandings/content standards will be assessed through this task?**

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**What is the purpose of this assessment task?** 🞎 Formative 🞎 Summative

**Through what authentic performance task will students demonstrate understanding?**

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| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
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**What student products/performances will provide evidence of desired understanding?**

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| --- | --- | --- | --- | --- |
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**By what criteria will student products/performances be evaluated?**

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| --- | --- | --- | --- | --- |
| ◼ |  | ◼ |  | ◼ |
| ◼ |  | ◼ |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🞎 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: Lab skills |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

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| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
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**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

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To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

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**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

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| Consider the WHERE elements from the *student’s* perspective |
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| **H** |